

PARSING LESSONS

FOR

ELDER PUPILS:

RESOLVED INTO

THEIR ELEMENTS,

FOR THE

ASSISTANCE

OF

PARENTS AND TEACHERS.

BY

MRS. LOVECHILD.

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PARSING LESSONS

FOR THE

ELDER PARSIS

ALL WHO ARE ENGAGED IN THE

TASK OF TEACHING

FOR THE

ASSISTANTS



MRS. FORTECH

IS

PRINTED FOR THE

1878

TO
MOTHERS, GOVERNESSES,
ASSISTANTS,
ALL WHO ARE ENGAGED IN THE
TASK OF TEACHING,
THIS LITTLE WORK,
DESIGNED
TO EASE THEIR LABOUR, AND SPARE THEIR
TIME,
IS INSCRIBED,
WITH A SINCERE WISH FOR SUCCESS
IN THE ATTEMPTS
TO RENDER THE STUDY OF GRAMMAR
PLEASANT.

MOTHERS' GOVERNMENT

RECOMMENDATIONS

ALL WHO ARE ENGAGED IN THE

TASK OF TEACHING

THIS LITTLE WORK



TO BE SENT TO THE

LIBRARY

WITH A SINCERE WISH FOR SUCCESS

IN THE ATTEMPT

TO SECURE THE STUDY OF GRAMMAR

PLEASANT

PREFACE.

DIFFERENT methods are used in the several sets of lessons, as being thought most agreeable.

In the first set, the part of speech is ascertained by a figure placed over each word: A Scholar may make trial of himself, or be examined by the Teacher: This is to be used with a perforated screen, or merely a narrow slip of card; or, in a school, the passage allotted for the lesson of the day may be copied and given out.

In the second set, the part of speech in question is distinguished by being printed in *Italics*: this may be used in the following manner:—

Let the Teacher read the lesson aloud in sentences, and be careful to avoid laying any

particular emphasis to mark the word; the Pupil to say what words are of the kind which is the object of enquiry; or, if the book whence the passages are taken be at hand, it will be better to use the lessons as recommended in the directions prefixed to that set. The three first are of nouns; the fourth and fifth are of adjectives; the sixth and seventh of verbs; and the eighth of pronouns. Italics are used till we come to the ninth lesson; in that the type is uniform; and at the end the words are arranged under their respective appellations. The mode of examination for that lesson is this:--Require the Pupil to pick out the parts of speech; first, say what nouns there are; then what adjectives, &c. In the third set, the sentence is to be read over carefully once or twice, and considered; then parsed; each sentence and lesson in this set is resolved into its elements;

ments; the Pupil to say what part of speech each word is, and why it is such.

The fourth set is calculated for full examination; to this there is prefixed a sort of prelude which may be read over repeatedly before the Pupil is required to explain all the accidents; the first time of going through this book, the Scholar may as well only tell the part of speech; which is given in the second column; and afterwards attend to farther particulars.

In parsing lessons for children, caution must be used to avoid words concerning which any doubt can arise; we must shun with care such as depend upon the manner in which they are used, till the Scholar is well-grounded; then they may serve to exercise his mind. A few such are provided, under the head of Trials; but they should be reserved for those who are far advanced.

For

For young Pupils, it is expedient to sink all beyond the verb, under the general appellation of *Particles*, as is recommended in the *Parfing Lessons for Young Children*. As this volume may be purchased by some who have not that little work, it must just be remarked, that a Lady who may begin to instruct a Pupil already past the age for which those infantine lessons are designed, will do well to observe the same method; namely, to teach the Scholar first to distinguish the noun; then adjective; then verb; then pronoun; and wait till these are clearly understood, before she proceeds farther.

Mr. Bullen remarks, that, properly speaking, perhaps, there are but three parts of speech; the substantive, the adjective, and the verb; and some other ingenious writer has asserted that savages have no part of speech but the noun and verb, making the
noun

noun serve to express the quality—as in Homer, “Thou *dog* in forehead, and in heart a *deer*.” To leave these entertaining reflections, and return to our serious work of teaching. It is obvious that those primitive parts of speech must be the most easy for Children to comprehend.

The frequent reference to Child's Grammar and Mother's Grammar may seem to require some apology. They were written with a view to rendering the task of teaching Grammar to young Children perfectly easy, even for Ladies who may themselves have neglected the study of it. Those who are in that predicament will perhaps condescend themselves to read over, carefully, the Mother's Grammar, whilst their Pupils are going through the Child's; and will not be displeased to meet with some few additional remarks in this volume, as a sort of

Appendix

Appendix to the Mother's Grammar; which, being extracted from the works of our best writers upon the subject, was designed to spare much trouble to those who were engaged in tuition---the reception it has met with has been highly flattering. Long since the first printing of that little volume, the Rudiments of English Grammar appeared *: of that publication the writer of this has taken the liberty to avail herself, upon the same plan as that she followed in Mother's Grammar, by borrowing a few passages; yet, not wishing to preclude the admittance of the book itself to the maternal and school library.

* *Rudiments of English Grammar for the Use of Schools,*
by Mr. Bullen.

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PARSING LESSONS

FOR

ELDER PUPILS.

PARTS OF SPEECH.

AN article is a part of speech set before nouns common, to fix their vague signification.—*Mother's Grammar*, 12.

A noun is the name of a person, place, or thing—Whatever can be seen, heard, felt, or understood.

An adjective is a word that denotes the quality of any person, place, or thing. An adjective cannot stand by itself, but must have a noun to which it belongs. Adjectives are improperly called nouns; for they are not names.—*Mother's Gram.* 10. See Derivation.

B

4. A pro-

4. A pronoun is a word used instead of a noun. Mr. Bullen divides these into pronouns substantive, or those which declare our meaning; and pronouns adjective, which have no meaning unless they are joined to a substantive.
5. A verb is a word that denotes the acting or being of any person, place, or thing.
6. A participle is formed from the verb, and participates the nature of other parts of speech.
7. An adverb is a part of speech joined to a verb, an adjective, a participle, and sometimes to another adverb, to express the quality or circumstance of it.—*Child's Grammar*, 16. *Mother's*, 53.
8. A conjunction is a part of speech which joins words or sentences together.—*Child's Gram.* 18.

9. A preposition is a word set before nouns or pronouns, to express the relation of persons, places, or things to each other.
10. An interjection is a word not necessary to the sense, but thrown in to express any sudden emotion of the mind.

THE part of speech in this set is distinguished by a figure placed over each word---a figure of one marks the article; and so on in the order following:

- | | |
|----------------------|--------------------------|
| 1. <i>Article.</i> | 6. <i>Participle.</i> |
| 2. <i>Noun.</i> | 7. <i>Adverb.</i> |
| 3. <i>Adjective.</i> | 8. <i>Conjunction.</i> |
| 4. <i>Pronoun.</i> | 9. <i>Preposition.</i> |
| 5. <i>Verb.</i> | 10. <i>Interjection.</i> |

To a young Pupil, the five words in the latter column are called particles.

In a School, which does not admit of so much attention being paid to each individual as might be afforded by a Mother; and where, of course, there are many Pupils in the same class, any of the lessons may be used thus:

Copy a certain portion for the lesson of the day; and let each Pupil consider it by himself; then parse it by word of mouth to the Teacher, or do it in writing, and shew it to the Teacher; who, to spare trouble, can compare it with the book.

FIRST

FIRST SET.

[To be used with a Screen to conceal the Figures.]

LESSON I.

⁴WE ⁴that ⁵are ³young ⁵are ⁷lately
⁶made ³alive; ⁸therefore ⁴we ⁵should
⁵thank ⁴Him ⁴who ⁵hath ⁶made ⁴us
³alive. ⁴He ⁵fashioneth ⁴our ³tender
²limbs, ⁸and ⁵causeth ⁴them ⁹to ⁵grow:
⁴He ⁵maketh ⁴us ³strong, ⁸and ³tall, ⁸and
³lively. ⁴We ⁵will ⁵think ⁹of ²God
⁷when ⁴we ⁵play, ⁸and ⁷when ⁴we
 B 3 work;

⁵work; ⁷when ⁴we ⁵sleep, ⁸and ⁷when
⁴we ⁵wake: ⁴His ²praise ⁵shall ⁵dwell
⁷continually ⁹on ⁴our ²lips.

Hymns in Prose.

II.

¹The ³strong ²ox ⁵is ⁶given ⁹to ²man,
⁹to ⁵prepare ⁴his ²food, ⁸and ⁵assist ⁴him
⁹in ⁴his ²labours. ¹The ²cow ⁷plentifully
⁵supplieth ⁴him ⁹with ²food. ¹The ³swift
²horse ⁸also ⁵is ³obedient. ¹The ³fearful
²sheep ⁵hearken ⁹to ¹the ²voice ⁹of
 their

PARSING LESSONS.

7

⁴their ²shepherd, ⁸and ⁵follow ⁴him.

³Faithful ⁵is ¹the ²shepherd's ²guard; ¹a

²pattern ⁹of ²fidelity ⁹to ²man. ⁴He

⁵preferreth ⁴his ²duty ⁹to ²life, ⁸and

⁵suffereth ⁷not ¹the ²thief ⁸or ²robber

⁹to ⁵approach. ³Watchful ⁸and ³sincere;

³sportful ⁸and ³affectionate; ⁶cheering ¹the

²heart ⁹of ⁴his ²master. ⁴Who ⁵commanded

⁴these ⁹to ⁵obey ²man? ¹The ²lion ⁸and

¹the ²tiger ⁵refuse ⁹to ⁵be ⁶tamed. ¹The

²ox ⁸and ¹the ²dog ⁵want ⁷not ²strength

to

8 PARSING LESSONS.

9 5 2 2 8 2
to resist man's will. But God

5 6 4 9 2 8
hath created these for man, and

5 6 4 3 9
hath made them subservient to

4
him.

Hymns to the Supreme Being.

III.

5 9 1 2 4 5 3
Look at the thorns that are white

9 2 8 1 2 4
with blossoms, and the flowers that

5 6 9 1 3 2
are trodden in the green path.

1 2 9 2 5 7 6
The hand of man hath not planted

4 1 2 5 7 6
them; the sower hath not scattered

the

PARSING LESSONS.

9

² God ¹ the ² feeds ⁹ from ⁴ his ² hand, ⁸ nor ¹ the
⁸ and ² gardener ⁶ digged ¹ a ² place ⁹ for ⁴ them
⁹ to ⁹ with ⁴ his ² spade. ⁴ Who ⁵ causeth ⁴ them
⁹ to ⁵ grow? ⁴ It ⁵ is ² God: ⁴ we ⁵ see
⁴ Him ⁹ in ⁴ His ² works.

Hymns in Prose.

IV.

¹ The ³ glorious ² sun ⁵ is ⁶ set ⁹ in ¹ the
² west; ¹ the ² night-dews ⁵ fall; ⁸ and ¹ the
² air, ⁴ which ⁵ was ³ sultry, ⁵ becomes ³ cool.
 The

¹The ²flowers ⁵fold ⁴their ³coloured

²leaves : ⁴they ⁵fold ⁴themselves, ⁸and

⁵hang ⁴their ²heads ⁹on ¹the ³slender

²stalk. ¹The ²chickens ⁵are ⁶gathered

⁹under ¹the ²wing ⁹of ¹the ²hen ;

⁴herself ⁵is ⁹at ²rest ⁸also. ¹The ³little

²birds ⁵have ⁶ceased ⁴their ²warbling ;

⁴they ⁵are ³asleep ⁹on ¹the ²boughs :

⁴they ⁵sleep ⁹with ⁴their ²heads ⁹behind

⁴their ²wing. ⁷There ⁵is ¹an ²eye ⁴that

seeth

PARSING LESSONS.

11

⁵feeth ⁹in ³dark ²night ⁷as well as ⁹in

¹the ³bright ²sun-shine:—⁴that ²eye ⁵is

²God's.

Hymns in Prose.

V.

¹The ²filk-worm ⁵spins ¹a ²thread ⁹from

⁴her ²bowels: ¹the ²spider ⁵weaves ¹a

³curious ²web: ¹the ²mole ⁵makes ⁴her

²apartments ⁹under ²ground: ¹the ²linnet

⁵fings ⁹in ¹the ²hedge: ¹the ²parrot

⁵talks ⁹in ⁴her ²cage: ¹the ²rabbit

burrows

⁵ burrows ⁹ in ¹ the ² earth : ³ many ² insects

⁵ feed ⁹ upon ² honey ; ⁴ they ⁵ suck ⁴ it

⁹ from ² flowers ; ⁸ but ¹ the ² bee ⁵ stores

⁴ it ⁹ in ⁴ her ² hive , ⁹ to ⁵ supply ² food

⁹ for ¹ the ² winter , ⁷ when ¹ the ² flowers

⁵ are ³ all ³ dead.

VI.

² God ⁵ knows ⁴ our ⁷ most ³ secret ² thoughts ;

⁴ He ⁵ fills ² heaven ⁸ and ² earth : ¹ the

² earth ⁵ is ³ full ⁹ of ⁴ His ² goodness : ⁴ His

eyes

² eyes ⁵ are ⁹ in ³ every ² place. ⁵ Fear

² God; ⁴ He ⁵ is ⁴ thy ² Creator; ⁵ love

⁴ Him; ⁴ He ⁵ is ⁴ thy ² Benefactor. ⁵ Honour

¹ the ² King: ⁴ he ⁵ is ¹ the ² Father ⁹ of

⁴ his ² people. ⁵ Read ¹ the ² scriptures:

⁴ they ⁵ are ¹ the ² dictates ⁹ of ³ divine

² wisdom.

⁷ No ² knowledge ⁵ can ⁵ be ⁶ attained ⁸ but

⁹ by ² study. ² Religion ⁵ does ⁷ not ⁵ require

C

a gloomy

1 3 8 1 3 2
a gloomy, but a cheerful aspect.

5 7 8 1 3 2
Forget not that the brightest part

9 4 2 5 2 8 1
of thy life is nothing but a

2 4 5 7 7 7
flower, which is almost as soon

6 7 6 7 5
withered as blown. Never value

4 9 4 2 8
yourself upon your fortune; for

4 5 1 2 9 1 3
this is the sign of a weak

2
mind.

SECOND

SECOND SET.

THE Lessons of the next Set are taken from THE RATIONAL DAME: the figures refer to the page of that work; as those Ladies who have the book will find it convenient to lay the volume before the Pupil, whilst she keeps this in her view. In the three first, the nouns are in Italics. In these Lessons many nouns occur which are not objects of sense: they must, therefore, be reserved for elder Pupils; and it may be remarked to them, that nouns which can neither be seen, heard, nor felt, may yet be understood: for instance, the word mind may give some idea of such nouns.

N. B. *The Lessons may be divided according to circumstances.*

The part of speech in question is distinguished by being printed in Italics.

LESSON I.

Nouns.

THE HORSE.—28.

THE *horse* is a noble creature, and very useful to *man*. A *horse* knows his own *stable*: he distinguishes his *companions*, remembers any *place* at which he has once stopped, and will find his *way* by a *road* which he never travelled. The *rider* governs his *horse* by *signs* which he makes with the *bit*, his *foot*, his *knee*, or his *whip*. The *horse* is less useful when dead than some other *animals* are. The *skin* is used for *collars*, *traces*, and other *parts* of *harness*. The *hair* of the *mane* is used for *wigs*; of the *tail*, for *bottoms* of *chairs*, and *floor-cloths*, besides supplying the *angler* with *fishing-lines*.

II.

Nouns, continued.

THE OX—31.

Ox is the *family-name* for all our horned cattle. The *flesh* of an *ox* is *beef*. An *ox* is a very useful *animal*, and is used to draw a *plough* or *cart*; his *flesh* supplies us with *food*: the *blood* is used as *manure*, as well as the *dung*; the *fat* is made into *candles*; the *hide*, into *shoes* and *boots*; the *hair* is mixed with *mortar*; the *horn* is made into curious *things*—*combs*, *boxes*, *handles* for *knives*, *drinking-cups*, and used instead of *glass* for *lanterns*. The *bones* are used to make little *spoons*, *knives* and *forks* for *children*, *buttons*, &c. *Cows* give us *milk*, which is excellent *food*; and of *milk* we make *cheese*; of the *cream* we make *butter*. The young *animal* is a *calf*; his *flesh* is *veal*; *vellum* is made of his *skin*, and covers of *books*.

III.

Nouns, continued.

THE SHEEP.—33.

Sheep supply us with *food* : their *flesh* is *mutton*. *Sheep* supply us with *cloaths* ; the *wool* is made into *cloth*, *flannel*, and *stockings*. The *skin* is *leather*, which is worn, and used to cover *books*. The *entrails* are twisted into *strings* for *fiddles* ; their *dung* affords rich *manure* for the *earth*. The *female* is an *ewe*. A *sheep* is a timid *animal*, and runs from a *dog* ; yet an *ewe* will face a *dog* when her *lamb* is by her *side* : she thinks not then of her own *danger*, but will stamp with her *foot*, and push with her *head*, seeming to have no *fear* : such is the *love* of *mothers* !

IV.

IV.

Adjectives.

THE ASS.—29.

The ass is *humble*, *patient*, and *quiet*.—
 Why should an animal so good, so *patient*,
 and so *useful*, be treated with contempt?—
 An ass is *strong*, *hardy*, *temperate*, and less
delicate than the horse: it must be owned,
 he is not so *sprightly* as that *noble* and
generous animal, but rather *dull*, and often
 rendered *stupid* by *unkind* treatment.

V.

Adjectives, continued.

THE HOG.—35.

The hog appears to have a *divided* hoof,
 like the *peaceable* animals which we call
 cattle; but he really has the bones of his
 feet like those of a beast of prey; and a
wild hog is a very *savage* animal. Swine
 have

have been esteemed proverbially *untractable* and *stupid*, and *incapable* of tuition ; but it appears that even a pig may be taught.— A hog is a *disgusting* animal ; he is *filthy*, *greedy*, *stubborn*, *disagreeable*, whilst *alive*, but very *useful* at his death. Hogs are *voracious* ; yet, where they find *plentiful* and *delicious* food, are very *nice* in their choice, will decline *unsound* fruit, and wait the fall of *fresh*, though hunger will force them to devour *rotten* and *putrid* substances. A hog has a *strong* neck, *small* eyes, a *long* snout, a nose *rough* and *callous*, and a *quick* sense of smelling : his method of feeding, by turning up the earth with his nose, required *all* these, and a more *prone* form than that of other animals.

We ought to shun the manners of the swine, and be *temperate*, *cleanly*, *pure*.

VI.

Verbs.

THE GOAT.—33.

A goat is like a sheep; but the goat *has* no wool: he *has* hair. The white hair is valuable for wigs; cloth *may be* made (participle of make) of the goat's hair.—The skin of the goat is more useful than that of the sheep.

A goat *seems* to have more sense than sheep. Goats *love* to feed upon hills: they *are* fond of browsing (participle active) upon vines, and *delight* in the bark of trees. Goats *live* among mountains, *climb* the steepest rocks, and *spring* from brow to brow. The young *is* a kid: the flesh of kids *is* esteemed (participle passive); *cloves are* made of their skin: weakly persons *drink* the milk of goats.

VII.

Verbs, continued.

THE DEER.—34.

Deer *shed* their horns annually in the spring: if the old ones *do not fall off*, the animal *rubs* them gently against the branch of a tree. The new horns *are* tender; and the deer *walk* with their heads low, lest they *should rub* against the branches: when they *are* full grown and hard, the deer *rub* them against the trees, to *clear* them of a skin with which they *are* covered. The skins of deer *are* of use for leather: the horns *make* good handles for common knives. Spirit of hartshorn *is* extracted from them, and hartshorn shavings *are* made.

The flesh *is* esteemed: we *call* it venison. Fawns *are* eaten, but less commonly.

VIII.

VIII.

Pronouns.

THE CAT.—38.

I will now give *you* an account of the cat; and I know *you* will listen to *me* with pleasure.

The cat has sharp claws, *which she* draws back when *you* caress *her*: then *her* foot is as soft as velvet.

Cats have less sense than dogs: *their* attachment is chiefly to the house: *his* to the persons *who* inhabit *it*.—How fond is Pompey of *us*.

Kittens have *their* eyes closed some days after *their* birth. The cat, after suckling *her* young some time, presents *them* with mice and young birds. Cats hunt by *their* eye; *they* lie in wait, and spring upon *their* prey, *which they* catch by surprise; then sport with, and torment the poor animals, till *they* kill *them*. Cats see best
in

in the gloom ; in a strong light, the pupil of the cat's eye is contracted to a mere line : by night, *it* spreads into a large circle. Cats live in the house, but are not subject to the owner : *they* are self-willed and wayward. Cats love perfumes ; *they* are fond of valerian and marum. *They* dislike water, cold, and bad smells : *they* love to bask in the sun, and to lie on soft beds. The teeth of cats are better suited for tearing *their* prey than for chewing food. Cats will crush a mouse, and swallow *it*, very speedily : *they* swallow the fur and bone ; *we* are told that *it* is wholesome for *them* to do so, as the flesh alone would be too nourishing. Cats eat grass as medicine : *they* are fond of fish, *which they* cannot catch.

Cats are beasts of prey ; and the fiercest wild beasts are of the cat-kind.

THE Pupil to pick out the Nouns, &c. in successive perusals, or according to her progress,

N. B. Some of the Parts of Speech are arranged at the end of the Lessons.

IX.

THE DOG.—40.

The dog is gifted with that sagacity, vigilance, and fidelity, which qualify him to be the guard, the companion, the friend of man; and happy is he who finds a friend as true and uncorrupt as this animal, who will rather die by the side of his master, than take a bribe of a stranger to betray him. No other animal is so much the companion of man as the dog. The dog understands his master by the tone of his voice; nay, even by his look, is ready to obey him. Dogs are very serviceable to us. A dog will conduct a flock of sheep, and will use no roughness but to those

D which

which straggle, and then merely to bring them back. The dog is said to be the sole animal who always knows his master and the friends of his family; who distinguishes a stranger as soon as he arrives; who understands his own name, and the voice of the domestics; and who calls on his lost master by cries and lamentations. A dog is the most sagacious animal we have, and the most capable of education. In most dogs, the sense of smelling is keen: a dog will hunt his game by the scent, which remains where it has passed; in following his master, will stop where the roads cross; and (with his nose to the ground) try which way the scent is strongest; then pursue that. The sense whereby he is enabled to trace a single person through a crowd of people, is a gift of THE CREATOR, which exceeds our comprehension.

A dog is naturally a beast of prey, and would eat flesh, yet learns to eat the refuse

refuse of any kind of food on which his master subsists. They eat the tops of grass as a vomit. The eyes of puppies remain closed some days after their birth.

Nouns.

CREATOR

dog sagacity vigilance fidelity guard
companion friend man animal side
master bribe stranger tone voice look
flock sheep roughness family name
domestics cries lamentations education
sense smelling game scent roads nose
ground way person croud people gift
Creator comprehension beast prey flesh
refuse kind food tops grass vomit eyes
puppies days birth.

Adjectives.

gifted happy true uncorrupt other
ready serviceable sole different lost
sagacious capable keen strongest single
any some.

Pronouns.

he him his we us it they them their
those who which other our.

Verbs.

is qualify be finds will die take betray
understands obey are will conduct use
straggle bring knows distinguishes arrives
calls have hunt remains has stop cross
try pursue trace exceeds would eat learns
subsists remain.

Participles.

gifted passed following enabled closed.

Adverbs.

rather than no so much nay even very
then merely always soon most where
whereby naturally after.

Conjunctions.

and as but yet (nevertheless.)

Prepositions.

with to of by through on.

THIRD

THIRD SET.

LESSON I.

NEVER excite those thoughts in others
which will give them pain.

Never adv.

never excite (*excite not*) verb imper.

those a pronoun when used instead of a
noun; but here rather an adjective; a
pronominal adjective.

thoughts noun—in prep.

others persons understood—*which* pron.

will give verb indic. future.

them pron. accus.—*pain* noun.

If you would be free from sin, avoid
temptation.

If conj.

you pron. used (from custom) as nom. sing.

would be verb subj.—*free* adj.—*from* prep.

sin noun.

avoid verb imper.—*temptation* noun.

II.

Be more ready to forgive than to return
an injury.

Be verb. imper.

more adv.—*ready* adj.

to forgive verb infin.—*to return* same.

than adv.—*an* art. indef.—*injury* noun.

Be always good humoured.

Be verb imper.—*always* adverb.

good humoured adj.

Govern your passions.

Govern verb imp.—*your* pron. poss.

passions noun.

Disdain to tell a lie.

Disdain verb imper.—*to tell* verb infin.

a art. indef.—*lie* noun.

III.

III.

Where will you get money to buy cloaths for him?

Oh! He who covers the fields with grass, and the trees with leaves, will take care to cover my Jemmy. He has given me fingers to sew and spin; and I will use them to clothe my little orphan: whilst we can work and pray, we can want nothing.

Where adv.—*will* helping verb.

you pron. nom. 2d sing.

get verb indic. future—*money* noun.

to buy verb infin.—*cloaths* noun.

for prep.—*him* pron. 3 accus. masc.

Oh! interj.—*He* pron. sing. nom. masc. 3.

who pronoun.

covers verb sing. 3 indic. pres.

the art. def.—*fields* noun—*with* prep.

grass noun—*and* conj.—*the* art. def.

trees noun—*with* prep.—*leaves* noun.

will

will take verb 3 indic. future.

care noun—to *cover* verb infin.

my pron. possess.—*Jemmy* noun proper.

He pron. sing. nom. mas. 3.

has given verb sing. 3 indic. preter perf.

me pron. sing. acc. 1.

fingers noun plu.—to *sew* verb infin.

and conj.—*spin* verb infin. (to, understood.)

and conj.—*I* pron. sing. nom. 1.

will use verb indic. future.

them pron. acc. 3 plu.

to clothe verb infin.—*my* pronoun possess.

little adject.—*orphan* noun—*whilst* adverb.

we pron. plu. nom. 1.

can work verb potent.—*and* conj.

pray verb (can is understood.)

we pron. plu. nom. 1.

can want verb potent.

nothing noun.

IV.

A poor labourer had six young children, whom he had found it very difficult to maintain, but whom he had nevertheless supported by his industry, till a bad season, when the price of corn was raised.

A art. indef.—*poor* adj.—*labourer* noun.

had verb—*six* adj.—*young* adj.

children noun—*whom* pron.—*he* pron.

had verb—*found* verb—*it* pron.—*very* adv.

difficult adj.—*to maintain* verb—*but* conj.

whom pron.—*he* pron.—*had* verb.

nevertheless conj.—*supported* part.—*by* prep.

his pron.—*industry* noun.—*till* adv.

a art.—*bad* adj.—*season* noun—*when* adv.

the art. def.—*price* noun—*of* prep.

corn noun—*was* verb—*raised* part.

V.

And what do you do with your children?
 says he, while he was playing with my
 boy. What do I do with them, says I;
 they run along the streets and roads,
 carrying flowers and little brooms to
 sell; and when nobody will buy any
 thing, they beg charity. They will
 grow up in idleness: you must make
 your boy learn some honest trade, and
 put your girl out to work with some
 honest people.

And conj.—*what* pron.—*do* verb.
you pron.—*do* verb—*with* prep.
your pron.—*children* noun—*says* verb.
he pron.—*while* adverb—*he* pron.
was verb—*playing* verb—*with* prep.
my pron.—*boy* noun.—*What* prep.
do verb—*I* pron.—*do* verb—*with* prep.
them pron.—*says* verb—*I* pron.

they

they pron.—*run* verb—*along* adv.
the article—*streets* noun—*and* conj.
roads noun—*carrying* part.—*flowers* noun.
and conj.—*little* adj.—*brooms* noun.
to prep.—*sell* verb—*and* conj.—*when* adv.
nobody noun—*will* verb—*buy* verb.
any adj.—*thing* noun—*they* pron.
beg verb—*charity* noun.—*They* pron.
will verb—*grow up* verb—*in* prep.
idleness noun.—*You* pron.—*must* verb.
make verb—*your* pron.—*boy* noun.
learn verb—*some* adj.—*honest* adj.
trade noun—*and* conj.—*put* verb.
your pron.—*girl* noun—*out* adv.—*to* prep.
work noun—*with* prep.—*some* adj.
honest adj.—*people* noun.

VI.

Oh! most unhappy children, who have
 had the misfortune to contract vicious
 habits! It is to reform and to console
 you

you, that I relate the history which you have now to read. It will teach you that it is always possible for you to amend yourselves, when ye have spirit and courage to resolve from the bottom of your hearts.

Rosamond was the joy and delight of her parents; they tenderly loved her, and she seemed fond of them.

Oh interj.—*who* pron.—*have* verb.
had verb—*the* art.—*misfortune* noun.
to prep.—*contract* verb—*vicious* adj.
habits noun—*it* pron.—*is* verb—*to* prep.
reform verb—*and* conj.—*to* prep.
console verb—*you* pron.—*that* conj.
I pron.—*recite* verb—*the* article.
history noun—*which* pron.—*you* pron.
have verb—*now* adv.—*to* prep.
read verb.—*It* pron.—*will* verb.
teach verb—*you* pron.—*that* conj.
it pron.—*is* verb—*always* adv.

possible adj.—*for* prep.—*you* pron.
to prep.—*amend* verb—*yourselves* pron.
when adv.—*ye* pron.—*have* verb.
the art.—*spirit* noun—*and* conj.
courage noun—*to* prep.—*resolve* verb.
from prep.—*the* art.—*bottom* noun.
of prep.—*your* pron.—*hearts* noun.

Rosamond noun proper—*was* verb.
the art.—*joy* noun—*and* conj.
delight noun—*of* prep.—*her* pron.
parents noun—*they* pron.—*tenderly* adv.
loved verb—*her* pron.—*and* conj.
she pron.—*seemed* verb—*fond* adj.
of prep.—*them* pron.

THE remaining Lessons are calculated for full examination. Previous to such use of them, it may be expedient to read and explain the following Prelude; or the Pupil may turn to the corresponding pages of either of the little Grammars to which such frequent reference is made: This is done partly to avoid swelling the present work by numerous quotations, but not solely from that consideration: It appears to the Writer, that the most effectual method of imprinting strongly on the memory of the Pupil the rule in question, is to recur to it whenever he is at any loss.

The purchase of the two Grammars is so small, and the Writer so entirely uninterested in the sale of them (except as her wish to assist both Teachers and Pupils is concerned) that she will offer no further apology on the subject, but trust to the candour of her Readers.

PRELUDE

PRELUDE TO FULL EXAMINATIONS.

CONCORDS.

THERE belong to a noun, *number, case,*
and *gender.*

(Mother's Grammar, page 14, &c.)

A verb must agree with its nominative case, in number and person: that is, a verb must be of the same number and person as its nominative case:

I write—she learns—boys play.

If there be more nominatives than one, the verb is put in the plural number; as,
Mary and I are going.

And when these nominative cases are of different persons, the verb plural must agree with the first person in preference to the second: You and I love *our* king—and with the second in preference to the third: You and she love *your* mother.

CASES OF NOUNS.

In english, the cases of nouns are formed by the help of prepositions.

In the french and latin languages, nouns have six cases ; namely, *nominative*, *genitive*, *dative*, *accusative*, *vocative*, *ablative* : these are used to express the different relations and connections of the same noun.

The *nominative* names the noun, goes commonly before the verb, and answers to the question *who* or *what* *.

Q. *Who* came to see you ?

A. My *brothers* came to see me.

The *genitive* denotes possession, is known commonly by the sign *of*, and answers to the question *whose*.

Q. *Whose* is that book ?

A. My *brother's*, or the book *of* my brother.

* See pages 19 and 33, Mother's Grammar.

(Cases of Nouns, continued.)

The *dative* is expressed by the signs *to* and *for*, and answers to the question *to whom*. Here the noun undergoes no change in our language: the pronoun requires to be in the accusative.

The *accusative* follows the verb, and answers to the question *whom* or *what*.

Q. *Whom* do you teach?

A. I teach Ann: (for though we do not vary the noun, yet we must the pronoun I teach *her*.)

The *vocative* is used in *calling*, *addressing*, or *speaking to a person*, and sometimes known by the sign *O*. Ann! come hither—or O Ann!

The *ablative* is known by the signs *by*, *with*, *from*, *in*.

(Cases of Nouns, continued.)

It is certainly desirable for a boy to be familiar with these distinctions; and girls will find it expedient when they begin to study the french language.

DECLENSION OF NOUNS.

Singular.

<i>nom.</i>	The man before the verb active
<i>gen.</i>	of the man
<i>dat.</i>	to the man
<i>accus.</i>	the man after the verb
<i>voc.</i>	o man
<i>abl.</i>	by the man.

Plural.

<i>nom.</i>	men before the verb active
<i>gen.</i>	of men
<i>dat.</i>	to men
<i>accus.</i>	men
<i>voc.</i>	o men
<i>abl.</i>	by, with, or from men.

Singular.

(Cases of Nouns, continued.)

Singular.

<i>nom.</i>	a good man
<i>gen.</i>	of a good man
<i>dat.</i>	to a good man
<i>accusf.</i>	a good man
<i>voc.</i>	o good man
<i>abl.</i>	with a good man.

Plural.

<i>nom.</i>	good men
<i>gen.</i>	of good men
<i>dat.</i>	to good men
<i>accusf.</i>	good men
<i>voc.</i>	o good men
<i>abl.</i>	by, with, or from good men.

ADJECTIVES.

ADJECTIVES.

(Mother's Gram. 17.)

Adjectives have no change in english, but that the mere expression is called *positive*; *more* of the quality, *comparative*; and *most* is called superlative. These degrees of comparison are sometimes formed by the adverbs *more* and *most*.

Adjectives cannot stand alone—they have no sense—with the addition of thing, they are understood.

The circumstance of being able to form degrees of comparison, may help to give an additional distinction between nouns substantive and nouns adjective, as our little sons are taught to call these two parts of speech.—See *Mother's Gram.* 10.

Cautions.—Take care not to use two comparatives, as *more happier*; or two superlatives, as *most justest*. Never use a superlative relating to only *two* things; say, the *elder* of the *two*, not the *eldest*—the *eldest* of the *three* is proper.

PRONOUNS.

PRONOUNS.

*Child's Gram. 9.**Mother's Gram. 18.*

There belong to a pronoun, *number, case, gender, person.*

A pronoun must be of the same *number, case, gender* and *person* as the noun for which it stands—except that custom has established the use of the second person plural in addressing a single person; the verb therefore must be plural—you *are*; you *were*; you *have*.

Exercise.

Form the plural of any given pronoun.
—We have two cases of pronouns—the *nominative* and *accusative*.

(Child's Gram. 9.)

The *nominative* goes before the active verb, and *names* the agent, and answers to the question *who*.

(Mother's Gram. 19 and 33.)

Q. *Who* wrote this?

A. I did.

The

(Pronouns, continued.)

The *accusative* follows the verb active; is called the *object*, and answers to the question *whom*.

Custom makes us use the accusative plural instead of the nom. sing. in the second person; as, *You love books*.

Exercise.

Find the accusative case of any given pronoun.

*Nominative.**Singular.*

1. I
2. thou
3. he, she, it.

Plural.

1. we
2. ye *
3. it.

*Accusative.**Singular.*

1. me
2. thee
3. him, her.

Plural.

1. us
2. you *
3. them.

* Politeness requires a change from grammatical propriety in these particulars.

Mr

(*Pronouns*, continued.)

Mr. Bullen calls these pronouns *substantive*; and remarks that, like other substantives, they declare their own meaning, without the help of any other word.

The pronouns *adjective*, he adds, are, *my*, *thy*, *our*, *your*, and *their*;—which, like other adjectives, have no meaning, unless they are joined to a substantive.

The pronouns *relative*, are *who*, *which*, and *that*; they are called relatives, because they relate to some noun going before, which is therefore called the antecedent.

Who and *whom* are applied to persons; and *which* to animals, and things without life.

There are some other words which partake of the nature both of a pronoun and an adjective; and they are called *pronominal* adjectives; as, *this*, *that*, *other*,

some

(Pronouns, continued.)

some, one none; and also the words *each, every, either, neither, whether, and the same.*

Mr. Bullen says, that *what*, is compounded of *that* and *which*.

For the same reason that the Declension of Nouns was given, a few instances of the Declension of Pronouns are added.

DECLENSION OF PRONOUNS.

I.

I.

Singular

Plural.

nom. I

nom. we

gen. of me or mine

gen. of us or ours

dat. to me

dat. to us

acc. me

acc. us

voc. —

voc. —

abl. by me.

abl. by us.

II.

(Pronouns, continued.)

Singular.

Plural.

II.

II.

nom. Thou

nom. ye

gen. of thee or thine

gen. of you or your's

dat. to thee

dat. to you

acc. thee

acc. you

voc. o thou

voc. o ye

abl. with thee.

abl. with you.

III.

III.

Sing.

Plur.

nom. He, she, it

nom. They

gen. { of him, her,
it, his, her's, it's

gen. of them or their's

dat. to him, her, it

dat. to them

acc. him, her, it

acc. them

voc. ———

voc. ———

abl. { from, &c. him,
her, it.

abl. from them.

Cautions.

Take care never to put the accusative case after the verb *to be*.—Q. Who is there?—A. It is *I*—not it is me: this is the more necessary because in french the answer is *c'est moi*. Again: It was *she* who wrote this—not her—except after the infinitive mode. For instance: *It is said to be her*.—*Mother's Grammar*, 42.

Beware of using the pronoun substantive where the pronoun adjective is required.

Say, Give me *those* books—not them books.

Never use a pronoun where there is no occasion for one: The man said—not the man *he* said.

VERBS.

The circumstance of being *active*, *passive*, or *neuter*, must be first considered.

(*Mother's Grammar*, 33.)

There belong to a verb, *number*, *person*, *mode*, and *tense*.

Every verb has a nominative case, either expressed or understood (except in the infinitive mode); and in english it is usually set before the active verb.—See *Mother's Grammar*, page 34.

In asking a question, the verb goes before, except a helping verb is used: learn you? do you learn?

In order to find the nominative case, ask the question, *who*; and the word that is an answer to the question is the nominative case of the verb: Who learns?—I learn.

F 2

A verb

(Verbs, concluded.)

A verb is a word expressed or understood in every sentence, and shews the *existence, action, or suffering* of a noun.

A pupil should find the infinitive mode of a verb: I am—to be;—and form participles.—Examination is easy by the *Mother's Grammar*, page 50.

Exercise.

After conjugating verbs, the practice required should be to explain the number, person, mode, tense, &c. of any given instance.

Take a book, and ask, what mode, what tense, &c. is such a verb.

The tenses are explained familiarly in the *Child's Grammar*, page 26.

Auxiliaries.

See *Mother's Grammar*, 30.

PARTICIPLES.

Mother's Grammar, 48.

For the Formation of Participles, see page 50 of the *Mother's Grammar*.

Caution.

Beware not to confound the past tense of the verb and the participle :

I rose—I have risen.

I gave—I have given.

ARRANGEMENT OF ADVERBS.

Child's Gram. 15.*Mother's Gram.* 53.1. Adverbs of *Place*.

Here, there, whither, thither, hither,
whence, hence, thence, &c.

Beware of saying *from* hence, *from*
thence, &c.—The preposition is implied.

2. Of *Time*.

When, then, now, often, always, sel-
dom, &c.

3. Of *Number*.

Once, twice, thrice.

4. Of

(*Adverbs*, concluded.)

4. Of *Quantity*.

Much, little, (when it means *small*, it is an adjective), enough, &c.

5. Of *Comparison*.

How, rather, too, very, than, so, &c.

6. *Colloquial*.

Yes, no, perhaps, indeed, &c.

7. Adverbs ending in *ly* (*like*) which generally denote *manner*, have the same meaning as the adjective from which they are derived; as from neat *neatly*, &c.

FRENCH ADVERBS.

Adverbe

De tems, de lieu, de qualité, de quantité, d'interrogation, d'affirmation, de negation.

De Tems.

Un adverbe qui est employé a marquer le tems du verbe, & qui repond a la question, *quand?*—ex. hier, aujourd'hui, demain, &c.

De Lieu.

Un adverbe qui est employé a marquer le lieu de l'action, & qui repond a la question, *ou?*—ex. ici, la, &c.

De Quantité.

Un adverbe qui exprime une quantité et qui repond a la question *combien?*—ex. peu, beaucoup, assez, &c.

De

(French Adverbs, continued.)

De Qualité.

Un adverbe qui exprime une maniere,
& qui repond a la question *comment?*—ex.
modestement, sagement, &c.

D' Interrogation.

Un adverbe dont on se sert pour in-
terroger :—ex. comment? pourquoi? ou?
combien? quand?

De Negation.

Un adverbe dont on fait usage pour nier
l'existence, ou l'action :—ex. non, ne, ne-
point, ne pas, nullement.

D' Affirmation.

Un adverbe qu'on emploie pour affirmer
une action, & pour exprimer une certi-
tude :—ex. certes, certainement, oui.

Abbé Gaultier.

Remark.

Remark.

An adverb may be generally known by its answering the question *how? how much? when? where? &c.*—for instance:

How does ——— read?

A. Well.—See *Child's Grammar*, 16.

Caution.

Take care not to use adjectives for adverbs: for instance, we say, a genteel girl; but to express the manner in which she dances, we form an adverb, and say she dances genteelly. Exceeding good is wrong—exceedingly good.

CONJUNCTIONS.

Child's Gram. 18.*Mother's Gram.* 54.*A List of the principal Conjunctions.*

As, and, although, but, both, because, either, for, if, lest, nor, neither, nevertheless, notwithstanding, or, so, that, than, though, therefore, unless, yet.

It must be borne in mind, that some of these words are either conjunctions or other parts of speech according as they are used.

The conjunctions *if, though, unless, except, whether, and until*, which express doubt and uncertainty, require a subjunctive mode after them.

Mother's Grammar, 24, &c

The

(Conjunctions, continued.)

The conjunction *than* requires the same case after it as that which goes before it; as,

He is wiser than I.

I love her better than him.

Which elliptical sentences are thus completed:

He is wiser than I am.

I love her better than I love him.

Mother's Grammar, °41.

PREPOSITIONS.

Child's Gram. 19.

Mother's Gram. 55.

Prepositions are joined to any case of the pronoun but the nominative ; as, with *him*, from *him*, to *me*.

In, signifies rest.

Into, implies motion.

A List of the principal Prepositions.

Above, about, after, against, among, at, before, behind, by, below, beneath, beside, between, beyond, down, for, from, in, into, near, out, of, off, on, over, through, towards, to, upon, unto, under, until, up, with, within, without.

Some of these are adverbs when not used so as to shew the relation of persons, &c. to each other.

(Prepositions, continued.)

Prepositions are often confounded with verbs; as, overtake, undertake, uphold, withstand; they are also placed after verbs, particularly after the monosyllable verbs to give, to keep, to make, to cast, to go, to hold; of which they generally change the signification; as, to give up, to give over, to give out.

A preposition may be known by its admitting after it a personal pronoun in the objective case—*with him, for her, to them, &c.*

Prepositions govern the objective case;
as,

I hear a good character *of him*.

Turn not *from him* that is needy.

REMARKS

REMARKS UPON CONNECTIVES.

Some sorts of words there are, which, like cyphers In arithmetick, have no signification when separate; though, when joined to other words, they are very significant.

Those words which become significant by being connected with other words, may be divided into two classes; the *necessary*, and the *useful*; the former we may call *connectives*; the latter, *articles*.——It is needless to remark that this must not be read by young Grammarians.

Connectives connect either words or sentences.

Prepositions connect words.

Conjunctions connect sentences.

Article has no meaning, but serves to fix the vague signification of nouns.

Adjective has no meaning of itself, but serves to express the quality of the noun.

A verb, or participle, cannot be where a substantive is not either expressed or understood; and an adverb is equally dependent upon its verb.

Agreeably to this notion of adverbs, it would be easy to specify a great number of them, which limit, enlarge, or otherwise modify, the meaning of the verbs, participles, adjectives, and adverbs, to which they are joined; as, he walked *much*; he walked *gracefully*; or, he was wounded *slightly*, &c. *more* brave, *less* brave; or, *more* bravely; *very* bravely, &c.

Theory of Language.

Most adverbs seem to have been introduced into language in order to express in

one

one w
In wh
whith
At w
then.-
times,
by w
wisely
come,
yes r
with
I am
C
conj
is c
and
oth
jun
tim
he

one word the meaning of two or three.—
*In what place, by where? to what place, by
 whither?—At the present time, by now?—
 At what time, by when?—At that time, by
 then.—Many times, by often.—Not many
 times, by seldom.—It is done as it should be,
 by well done.—It is done with wisdom, by
 wisely done.—It is certain that he will
 come, by he will certainly come, &c. Even
 yes may be expressed by circumlocution
 without an adverb; as, Are you well?
 I am well.—Yes would have answered.*

Conjunctions join sentences together; a
 conjunction has no meaning by itself, but
 is of great use in connecting sentences,
 and shewing their dependance upon each
 other.

Perhaps it may be thought that con-
 junctions, as well as prepositions, do some-
 times connect words; as when we say,
 he is a learned *and* a good man. But this

sentence, when analysed, will be found to consist of two distinct sentences: he is a learned man: he is a good man.

The term *preposition* signifies *placing before*; and it is true of almost all the words of this class, that they are, or may be, *put before* the words which they connect with something previous.

A preposition may be defined, a part of speech not significant of itself, but of such efficacy as to unite two significant words; which, according to the nature of things, or the rules of the language, could not otherwise be united.

A substance and its quality of themselves coalesce—A *good man*: here prepositions are quite unnecessary.

There is a connection equally intimate between the agent and the action; as, the

boy
verb
neces
conn
are n
The
here

boy reads ; the noun coalescing with the verb so naturally that no other word is necessary to unite them.—But to mark the connection of some other words, *prepositions* are necessary—*The rain falls heaven—The enemy ran the river* : prepositions here are necessary.

RULES FOR PARSING.

First find what part of speech each word in the sentence is.

Then seek for the following circumstances.

Article.

Is it definite, or indefinite?

Mother's Grammar, 12.

Noun.

Consider its number, case, gender; and whether proper or common.

Whatever be its case, consider why, by the rules for that particular case: if it be the nominative case to the verb, consider what pronoun it would require.

Adjective.

(*Rules for Parsing, continued.*)

Adjective.

Consider what noun it belongs to, and whether it be positive, comparative, or superlative. A word is a genuine adjective when it can be applied to a noun as its quality.—See *Mother's Grammar*, 10.

Pronoun.

Consider for what noun it stands, and whether it be (as it ought) of the same number and case as the noun would be itself, if used in the same place.

Then consider its person; and whatever be its case, consider why, by the rules. Consider too, what kind of pronoun.

Verb.

Consider whether it be active, passive, or neuter: (*Mother's Grammar*, 33.) If it be active,

(Rules for Parsing, continued)

active, look for its accusative case, expressed or understood. Then consider its number, person, mode and tense: see whether it be in the same number and person as its nominative case.

*Participle.**Mother's Grammar, 48.*

Active or passive—used as an adjective, to express the quality of a noun; as, a *loving* mother—or as a verb with time; as, my mother is *reading*—or as a sort of noun expressive of an act; as, mothers delight in *teaching* their children: some call this a participial noun.

Adverb.

See what word it qualifies, and what kind of adverb it is. Some have degrees of comparison.

Conjunctions.

(Rules for Parsing, continued.)

Conjunctions.

Child's Gram. 18.

Mother's Gram. 54.

Consider what sentences or words it connects: if it join sentences, see whether they go on in the same time, mode, and method. If nouns, whether they be in the same case; as also if pronouns; if verbs, whether the modes and tenses be the same. See what kind of conjunction.

FULL

FULL EXAMINATION.

How many parts of speech are there?

What are they called?

What is an article? { *Child's Gram.* p. 1.
 Mother's Gram. 12.

1.

How many kinds of article?

When is the indefinite used?

When is the definite used?

2.

What is a Noun? { *Child's Gram.* p. 1.
 Mother's Gram. 13.

Tell me some nouns---some *persons*,
places, *things*.

What changes belong to a noun?

Number, case, and gender---kind.

Number.

How many numbers has a noun?

What are they called?

Of how many does the singular speak?

Of how many the plural?

Case.

(Full Examination, continued.)

Case.

Child's Gram. 13.

Mother's Gram. 15.

How many cases has the noun in our language?

What does the nominative do?

What question does it answer?

Where is it placed with respect to the verb?

What is the sign of the genitive?

What does it denote?

What question does it answer?

What is it sometimes called?

Gender.

Child's Gram. 13.

Mother's Gram. 15.

How many genders are there?

What does the masculine denote?

What does the feminine?

What do we call those which have no case?

H

Adjectives.

(Full Examination, continued.)

*Adjectives.**Child's Gram. 3.**Mother's Gram. 17.*

What is an adjective?

Tell me some adjectives.

Has an adjective sense alone?

To what accidents is it subject?

How many degrees?—We will suppose
pretty—form the comparative and super-
lative.*Pronoun.**Child's Gram. 4.**Mother's Gram. 18.*

What is a pronoun?

What belong to it?

*Number, case, gender, person.**Person.*

How many persons?

*Child's Gram. 11.**Mother's Gram. 18.*

Of whom does the first person speak?

Speaking of myself, what words do I use?

Speak-

PARSING LESSONS.

7

(Full Examination, continued.)

Child's Gram. 10.

Mother's Gram. 19.

Speaking of myself before the verb, what pronoun do I use?

Speaking of myself after the verb?

[This is understood of the active verb.
—See *Mother's Gram.* page 33.]

When another is spoken to, what person is the pronoun?

Tell me the second person singular before the verb, &c. *as occasions arise.*

Number.

Pronouns, being used for nouns, have, like them, two numbers, singular and plural.

Case.

Child's Gram. 9.

Mother's Gram. 19.

How many cases has a pronoun?

What does the nominative do?

Where does it go; before, or after the verb?

[The active verb is understood.—See *Mother's Gram.* page 33.]

H 2

What

(Full Examination, continued.)

What is the question which the nominative answers?—*who*, or *what* remember—and it is called the *agent* of the verb.

Where does the accusative go?

What is it called?—the *object*—and sometimes the *objective case*—remember.

To what question does the accusative answer?

Repeat the nominatives. (*Ch. Gram. 10.*)

Now tell me the accusatives.

Of the first person—of the second, &c.

What is he? What is the accusative?

Gender.

Of what gender are nouns?

What pronoun is used for a noun of no gender?

How many genders are there?

Person.

Of what person are nouns?

What pronoun is used before the verb for the masculine?—What after the verb?

Verb.

(Full Examination, continued.)

Verb.

What is a verb?

Child's Gram. 6. Mother's Gram. 22.

What is the mark of a verb?—Is it not that you can prefix a pronoun?

Relative to verbs, many particulars must be reserved till the Pupil is pretty familiar with grammar; and the first time of using these queries, it is better to pass to the adverb: Children should nevertheless early acquire the habit of conjugating verbs.

Modes.

Child's Gram. 25.

Mother's Gram. 23.

Q. How many **modes** are there?

Q. What are they called?

Q. What does the indicative do?

A. It declares or asks a question.

Q. What does the imperative do?

A. It commands or forbids.

H 3

Q. Why

(Full Examination, continued.)

Q. Why is the subjunctive so called?

A. Because another word is subjoined.

Q. Why is it sometimes called conjunctive?

A. Because a conjunction is used.

Q. What is meant by potential?

A. It denotes power, and is a branch of the subjunctive.—See *Mother's Gram.* 26.

Q. How do you know the infinitive?

A. It has neither number, nor person, nor nominative case before it; and is known commonly by the sign *to*, expressed or understood.—See *Mother's Gram.* 24.*Tense.**Child's Gram.* 26.*Mother's Gram.* 44.What is meant by tense?—*Time.*What is the first division?—*Past, present, and future.*

What is past time?

What is present time?

What is future?

How many tenses are there?

Why

(Full Examination, continued.)

Why are they so called?

What does the present time denote?

What are its signs?

What does the preterimperfect denote?

What are the signs?

What does the preterperfect denote?

What is the sign?

What does the preterpluperfect denote?

What is its sign?

What does the future denote?

How many branches has it?

What is future imperfect?

What is future perfect?

Kind of Verbs.

Mother's Grammar, page 33.

What are verbs called, that signify acting?

Where is the agent placed?

What is the *active* verb otherwise called?

Why is it called transitive?

What does a verb *passive* express?

What does it imply?

Which

(Full Examination, continued.)

Which takes the lead in the passive verb,
the object, or, the agent?

What does a verb neuter express?

What is it otherwise called?

Why is it called intransitive?

Give me an instance.

What verb has always a nominative case
after it?

Mother's Gram. 42.

*The active and passive voices are well explained,
in few words, at page 27 of Mr. Bullen's
Rudiments.*

Participle.

Mother's Grammar, 48.

Active and Passive.

How does the active participle end?

How does the passive, most commonly?

Form some participles.—*Mother's Gr. 50.*

Take such—or such a verb.—*Formation.*

Is

Is
rived
the no
or a v
a pa
name

Child's

WI

WI

ner of

For

WI

Now,

WH

Numb

WH

Do

Comp

(Full Examination, continued.)

Mother's Grammar, 48.

Is the participle here an adjective derived of a verb, and denoting the quality of the noun—as a *living* child, a *learned* man; or a verb with time, as, I was *writing*; or a participial noun, as, I love *writing*, namely, the act.

Adverb.

Child's Gram. 15.

Mother's Gram. 53.

What is an adverb?

What does the adverb shew?—the manner of the verb, does it not?

Form some adverbs from adjectives.

What do the following adverbs relate to?

Now, when, soon?—*Time.*

What do *once, twice, thrice*, relate to?—*Number.*

What do *there, where, &c.*?—*Place.*

Do adverbs ever admit of comparison?

Compare { well---better---best
ill---worse---worst.

What

(Full Examination, continued.)

What is a mark of the adverb?

That one word serves the purpose of many; as *now* (at this time,) &c.—See page 64.

Conjunction.

Child's Gram. 18.

Mother's Gram. 54.

What does a conjunction do?

Ann *and* John learn grammar; *but* Belle does not——Which are the conjunctions?

Has a conjunction meaning alone?

Preposition.

Child's Gram. 19.

Mother's Gram. 55.

What is a preposition?

Edward *is* gone *to* school——Which is the preposition?

Between what nouns does the word *to* express the relation?

Is a preposition significant of itself?

What then is its use?

My

(Full Examination, continued.)

My papa is Wales; he will come
 London soon——Fill up the spaces——
 What two significant words are united by
 in?—What two by to?

*Interjection.**Child's Gram.* 20.*Mother's Gram.* 57.

What is an interjection?

Is it ever necessary to the sense?

What does it then do?

Would the sense remain the same if they
 were left out?

EXERCISE.

EXERCISE.

Write the nominative plural of nouns;
and the genitive case of these nouns.

Child's Gram. 15.—Mother's Gram. 16.

Nom.

Gen.

My aunts are here.	My aunt's book.
Here are many flies.	This is a fly's wing.
Fathers are full of care.	My father's house.

Write the accusative case of pronouns.

Child's Gram. 10.—Mother's Gram. 19.

Nom. I.—Accus. me, &c.

Make the plural of each pronoun.

Child's Gram. 12.—Mother's Gram. 20.

Sing. I.—Plural, we, &c.

Say what pronoun would be used in such
a case.

Compare adjectives.

Child's Gram. 4.

Mother's Gram. 17.

Form

(Exercise, continued.)

Form nouns from adjectives.

Happy, happiness, &c.

Form adverbs from adjectives.

Happy—happily, &c.

Conjugate verbs.

Express such a time; such a mode; such a person.

Form participles.—*Mother's Gram.* 48.

Page 50, for examination—*am*, &c. in columns—distinguish the past tense from the participle.

Give example of adverbs as distinguished from adjectives.—*Child's Gram.* 16 and 17.

TRIALS

OF

PUPILS WHO ARE ADVANCED.

There are words of which the mode of using can alone determine what part of speech they are.

Distinguish when certain words are conjunctions, and when not.—For instance, the particle *for* :

for, { “This letter is for you.”—Here
a { it is a preposition : it is set before
prep. { a pronoun, to shew the relation,

Child's Gram. 19.—Mother's Gram. 55.

for, { “I am tired of this book, for it is
a { tedious.”—There it is a conjunc-
conj. { tion, meaning *because*, and joining
 sentences.

Child's Gram. 18.—Mother's Gram. 54.

yet,

yet, { "You have lost time; yet (never-
a { theless) you will soon get through
conj. { the grammar."

yet, { Are you ready?
an {
adv. { "Not yet :"—relating to time.

that, { "I know that you love me; and
a { that you take pleasure in my
conj. { lessons.

that, { Which book do you prefer?—
a { That—But if book were added, it
pron. { would become a pronominal ad-
jective; for the genuine pronoun
always stands by itself, assuming
the power of a noun, and supply-
ing its place.

For instance ;

This is virtue. }
Give me *that*. } pronouns.

Harris makes these words, in some cases, articles—for instance, *this* habit is virtue; *that* man is virtuous—saying, “ These, as they supply not the place of a noun, but only serve to ascertain one, are articles; the genuine article never standing by itself, but appearing at all times associated to something else, requiring a noun.

The article stands *with* a noun.

Pronoun stands *for* a noun.”

Harris.

Therefore is an adverb, when, without joining sentences, it only gives the sense of *for that reason*; when it both gives that sense, and also connects, it is a conjunction; as, when we say,

He is good ; therefore he is happy.

The

The same thing is true of *consequently*, *accordingly*, and the like, when they are only subjoined to *and*; or, joined to *if*, *since*, &c. they are adverbs; the connection being made without their help: when they appear single, and unsupported by any other connective, they may be called conjunctions.

before, { I was up before you (were):
adverb. { meaning sooner than.

Child's Gram. 18.

before, { You stand before me—prep.
prep. { *Child's Gram.* 19.—*Mother's Gram.* 55.

after, { She came after (relating to time)
adverb. { you were gone.

after, { The dog runs after you.
prep. {

She goes before we do—that is, in point of time—before, an adverb.

STRAU

I 3

She

She came before us ; that is, in presence of us—before, is a preposition, shewing the relation of the two pronouns.

In some cases, the preposition suffers no change ; but becomes an adverb by nothing more than its application.

He rides *about*—add the city, and it would be a preposition.

Do not *after* lay the blame on me.—
See Harris, 205.

FOURTH SET.

IN the following Set of Lessons, a young Scholar may tell the Part of Speech only; an elder one may be expected to explain farther; each Pupil may be examined according to his progress and abilities.—Seek the Number, Case, Gender, Person, Mode, Tense.

LESSON I.

THE ox patiently endureth the yoke, and obeyeth the voice of his driver: he laboureth with incessant pains, and meekly receiveth his reward; the portion allotted him for his support.—Who commanded him to obey man, and to submit himself to his pleasure?

The

(I.)

Word.	kind.	num.	case.	gend.	pers.	mode.	tense.
The	art.						
ox	noun.	s.	nom.				
patiently	adv.						
endureth	verb.	s.			3	indic.	pres.
yoke	noun.						
and	conj.						
obeyeth	verb.	s.			3	indic.	pres.
voice	noun.						
of	prep.						
his	pron.			m.	3		
driver	noun.						
he	pron.	s.	nom.	m.	3		
laboureth	verb.	s.			3	indic.	pres.
with	prep.						
incessant	adj.						
pains	noun.						
and	conj.						
meekly	adv.						
receiveth	verb.	s.			3	indic.	pres.
his	pron.			m.	3		

reward

Word.	kind. num. case. gend. pers. mode. tense.
reward	noun.
portion	noun.
allotted	part.
him,	pron. s. accus. m. 3.
for	prep.
his	pron. . . m. 3.
support	noun.
who	pron.
commanded	verb indic. preter imperfect.
him	pron. s. accus. m. 3.
to obey	verb. infinitive.
man	noun. accusative.
and	conjunction.
to submit	verb. infin.
himself	pronoun.
to	preposition.
his	pronoun. possessive.
pleasure	noun.

Hymns to the Supreme Being.

II.

The father, the mother, and the children, make a family. If the family be numerous, and the grounds be large, there must be servants to help to do the work: all these dwell in one house: they sleep beneath one roof; they eat of the same bread; they kneel down together, and praise God, every night and morning, with one voice: they are very closely united, and are dearer to each other than any strangers. If one be sick, they mourn together; and if one be happy, they rejoice together.

Hymns in Prose.

The

(II.)

Word.	kind.	num.	case.	gend.	pers.	mode.	tense.
The	art.						
father	noun.	s.	nom.	mas.	3.		
mother	noun.	s.	nom.	fem.	3.		
and	conj.						
children	noun.	plu.	nom.		3.		
make	verb.	plu.			3.	ind.	pres.
a	art.						
family	noun.						
if	conj.						
be	verb.					subj.	
numerous	adj.						
grounds	noun.	plu.					
large	adj.						
there	adv.						
must be	verb.					ind.	
servants	noun.	plu.					
to help	verb.					inf.	
all	adj.						
these	pron.	plu.					

dwell

Word.	kind. num. case. gend. pers. mode. tense.
dwell	verb. plu. . . . 3. ind. pres.
beneath	prep.
fame	adj.
every	adj.
with	prep.
very	} adv.
closely	
united	part.
dearer	} adj. comp.
to	
each	pron.
other	pron.
than	adv.
any	adj.
stranger	noun.
if	conj.
one	noun, <i>as it is a person.</i>
be	verb. subj.
sick	adj.
they	pron. plu. nom. 3. . . .

mourn

tenſe.	Word.	kind.	num.	caſe.	gend.	perſ.	mode.	tenſe.
pref.	mourn	verb.	.	.	.	.	3. indic.	pref.
	together	adv.						
	and	conj.						
	if	conj.						
	one *	noun.						
	be	verb.						
	happy	adj.						
	they	pron.	plu.	nom.			3.	
	rejoice	verb.	.	.	.	.	3. ind.	pref.
	together	adv.						

* *Meaning, one person.*

III.

The hen sits upon her nest of straw;
 she watches patiently the full time; then
 she carefully breaks the shell, and the
 young chickens come out.

Word.	kind.	num.	case.	gend.	perf.	mode.	tense.
The	art.						
hen	noun.	s.	nom.	fem.			
sits	verb.	s.				3.	ind. pres.
upon	prep.						
her	pron.						
nest	noun.						
of	prep.						
straw	noun.						
she	pron.	s.	nom.	fem.	3.		
watches	verb.	s.				3.	ind. pres.
patiently	adv.						
the	art.						
full	adj.						

time

PARSING LESSONS. 99

Word. kind. num. case. gend. perf. mode. tense.

time	noun.						
then	adv.						
she	<i>as before.</i>						
carefully	adv.						
breaks	verb. sing.			3.	ind.	pres.	
shell	noun.						
and	conj.						
young	adj.						
chickens	noun. plu. nom.						
come	verb. plu.			3.	indic.	pres.	
out	adv. <i>as no noun follows it.</i>						

IV.

Why take ye thought for raiment? consider the lillies of the field, how they grow:—not Solomon in all his glory was arrayed like one of these.

Word.	kind. num. case. gend. pers. mode. tense.
Why	adv.
take	verb. ind. pres.
ye	pron. plu. nom. . 2. . . .
thought	noun.
for	prep.
raiment	noun.
consider	verb. imp.
the	art.
lillies	noun, plu. acc.
of	prep.
field	noun.
how	adv.
they	pron. plu. nom. . 3.

grow

PARSING LESSONS. 101

Word.	kind. num. case. gend. perf. mode. tense.
grow	verb. plu. . . . 3. ind. pres.
not	adv.
Solomon *	noun.
in	prep.
all	adj.
his <i>possess.</i>	pron.
glory	noun.
was	verb. sing. . . . 3. ind. pr. im.
arrayed	part.
like	adj.
one	adj.
of	prep.
these	pron. plu.

* *Proper.*

V.

Who can find a virtuous woman? for
her price is far above rubies.

Word.	kind. num. case. gend. pers. mode. tense.
Who	pron.
can find	verb, <i>to a boy, this is</i> pot.
a <i>ind.</i>	art.
virtuous	adj.
woman	noun.
for	conj. <i>as it means because.</i>
her	pron.
price	noun.
is	verb. sing. . . 3. ind. pres.
far	adv. <i>as it means much.</i>
above	prep.
rubies	noun.

VI.

VI.

An honest man is the noblest work of God.

Word.	kind. num. case. gend. pers. mode. tense.
An <i>ind.</i>	art.
honest	adj.
man	noun. sing. nom.
is	verb. sing. . . 3. ind. pres.
the <i>def.</i>	art.
noblest <i>sup.</i>	adj.
work	noun.
of	prep.
God	noun.

VII.

VII.

When we admire the beauty of the flowers which no human art can equal; let us remember that they are thus adorned by OUR CREATOR, who knoweth that, from the constitution of our bodies, we have need of cloathing, and will certainly furnish us with the means of procuring it.

Word.	kind. num. case. gend. perf. mode. tense.
When	adv.
we	pron. plu. nom. . I.
admire	verb. plu. . . I. ind. pres.
the <i>def.</i>	art.
beauty	noun.
of	prep.
the <i>def.</i>	art.
flowers	noun. plu.
which	pron.

Word.
no is
human
art
can e
let us
memb
that
they
are
thus
adorn
by
our
Creat
who
know
that
from
the
const
of
our

Word. kind. num. case. gend. pers. mode. tense.

no *is here* adj.

human adj.

art noun.

can equal verb. *to a boy, call it* poten.

let us re-
member } verb. plu. . . . 1. imp.

that conj.

they pron. plu. nom. . . 3.

are verb. plu. . . . 3. ind. pres.

thus adv.

adorned part.

by prep.

our pron.

Creator noun. fin. accus.

who pron.

knoweth verb. fin. . . . 3. ind. pres.

that conj.

from prep.

the *def.* art.

constitution noun. s.

of prep.

our pron.

bodies

Word.	kind. num. case. gen. pers. mode. tense.
bodies	noun. plu.
we	pron. plu. nom. . . I.
have	verb. plu. . . . I. ind. pres.
need	noun.
of	prep. . . .
cloathing	noun.
and	conj.
certainly	adv.
will furnish	verb. ind. fut.
us	pron. plu. accus. . . I.
with	prep.
the	art.
means	noun.
of	prep.
procuring	{ noun participial, the act of pro-
it	curing. pron. sing. accus. neut. 3.

VIII.

BIRDS:

If these little choristers express their gratitude by chanting the praises of their Maker and Preserver, how ought Christians to blush, if, for so great blessings as they have received, they pay not their tribute of thanksgiving.

If conjunc.

these pron. plu.

little adj.

choristers noun. nom. plur.

express verb. subj.—*Mother's Gram.* 26.

their pron. poss.

gratitude noun.

by prep.

chanting participial or verbal noun. (49)

the article. def.

praises

praises noun. plu.

of prep.

their pron. poss. plu. 3.

Maker noun.

and conj.

Preserver noun.

how adv.

ought verb. potential.

Christians noun. plu.

to blush verb. inf.

if conj.

for prep.

so adv.

great adj.

blessings noun. plural.

as conj.

they pron. plu. nom. 3.

have received verb. preter perf. ind.

they pron. plu. nom. 3.

pay not { verb. subj. mode, formed by the
conj. *if*.

their pron. plu. poss. 3.

tribute

tribute noun.

of prep.

thanksgiving participial noun.

IX.

THE MUSIC OF BIRDS.

The music of birds was the first song of thanksgiving which was offered on earth, before man was formed. All their sounds are different, but all harmonious; and they compose a choir which we cannot imitate.

The article definite.

music { noun.

of { prep.

birds { noun plural.

} nom. to the verb was.

was verb. ind. pr. imp. 3d. sing.

the article def.

first

first adj. sup.

song noun. nom. to verb was

of prep.

thanksgiving participial noun.

which pronoun relative to *song*.

was verb.

offered verb with time.

on prep.

earth noun.

before adverb relating to time.

man noun (meaning mankind.)

was verb, &c. as before.

formed participle.

all adjective.

their pronoun. poss. plu. 3.

sounds noun. plu. nom. to following verb.

are verb. indic. pres.

different adjec.

but conj.

all adj.

harmonious adj.

and conj.

they

compo

a a

choir

whic

we

cann

imit

they

they { pron. plu. nom. 3. (standing for
sounds.)

compose verb. plu. 3. ind. pres,

a article indef.

choir noun.

which pron. rel. standing for choir,

we pron. plu. nom. 1.

cannot verb. may be called ind.

imitate verb. inf. or together potential.

X.

THE NIGHTINGALE.

He who at midnight, when the labourer sleeps securely, should hear, as I have often done, the clear airs, the sweet descants, the natural risings and fallings, the doubling and redoubling of the nightingale's voice, might well be lifted above earth, and say, Lord, what music hast Thou provided for thy saints in Heaven, when Thou affordest bad men such music upon earth.

He pron. sing. nom. masc. 3.

nom. to should hear.

who pron. rel.

at prep.

midnight noun.

when adv.

the

the article def.

labourer noun. nom. to sleeps.

sleeps verb. 3. ind. pres. sing.

securely adv.

should bear potential mode ; he is its pron.
as conj.

I pron. sing. nom. 1.

have done verb. ind. pret. perf.

often adv.

clear, sweet, natural adjec.

risings, fallings, } participial nouns =
doublings, redoublings } plu.

of prep.

the art. def.

nightingale's } voice of the nightingale.
voice } noun. genitive case.

might be verb. potent.

lifted part.

above prep.

earth noun.

and conj.

say verb. potential. (might is understood.)

Lord noun. vocative.

what pron.

music noun.

hast } verb. indic. pret. perf. 2d. sing.
thou } pron. 2d. sing.

provided }

for prep.

thy pron. poss. 2d. sing.

saints noun. plu.

in prep.

Heaven noun.

when adv.

Thou pron. sing. nom. 2.

affordest verb. ind. sing. 2. pres.

bad adj.

men noun. plu.

sach pron. (Johnson.)

music noun.

upon prep.

earth noun.

XI.

THIS Lesson and the next are designed as an Exercise for an Elder Pupil; who may copy daily a Portion; then write against each word the part of speech, and all other particulars; which the Teacher can afterwards compare with the Explanation following the 12th Lesson.

A CHARACTER.

My daughter had a disposition to make every one happy around her, without any mixture of fretfulness, peevishness, or whining; for she was of a most gentle, amiable temper, kind to every one that shewed the least kindness to her, and

EX-

exceedingly desirous to gratify and oblige all. In this respect she delighted me, and afforded the strongest tokens of a beneficent mind; for she would not only seem to solicit her nurse to give the breast to other little infants like herself, but even to her babies; as if, from a singular generosity, she were disposed to distribute from her own table, amongst her friends, the best things she had.

Character in a Letter from Plutarch.

XII.

THE EEL AND LARK.

The eel buries itself in the mud. What a poor nasty life it leads. The lark mounts up towards heaven, and delights
itself

itself with sweet music, to the praise of its GREAT CREATOR. Who would not wish to lead the life of a lark? But then the lark can work as well as sing: it is never idle; none of the good creatures of God are permitted to live and do nothing. It flies about to feed itself; and when the earth is covered with snow and frost in the winter, it runs about upon the cold ground, and takes great pains to find a small living to keep it from starving. In the summer it makes the nest, and brings up its young. All creatures submit with cheerfulness to the laws of God, but unruly man, who becomes his own tormentor by resisting them; for nothing can make us happy but the laws of God, which are all intended for that purpose. God hath made me to be like the lark; to find

find my pleasure and my health in necessary business and profitable learning.

What a sad thing it would be if I should ever forsake the life of that sweet little innocent creature, to drown my senses in eating and drinking, or waste my precious time in sleep and idleness, or consume my substance with gaming and keeping bad company.

Let me learn a better lesson from the little lark; for God hath made larks to teach us what we ought to be; and he hath made swine, and wolves, and bats, and owls, to teach us what we ought not to be. The lark loves the day-light; it sings before the sun rises; it is always busy and at work. But owls fly from the sun, and love darkness, and make a frightful hooting; which does not inspire us
either

either with mirth or deyotion, as the heavenly music of the lark doth.

The Book of Nature.

EXPLANATION OF THE ELEVENTH LESSON.

Word.	kind.	num.	case.	gend.	perf.	mode.	tense.
My	<i>poss.</i>						
daughter							
had							
a	<i>indef.</i>						
disposition							
to make							
every							
one							
happy							
around							
her							
without							
any							
mixture							

pron.

noun.

verb.

ind. pr. im.

art.

noun.

verb.

inf.

adj.

noun, person being understood.

adj.

prep.

pron. sing. accus. fem. 3.

prep.

adj.

noun.

Word.	kind. num. case. gend. pers. mode. tense.
of	prep.
fretfulness	noun, <i>formed from adjec. fretful.</i>
peevishness	noun, <i>formed from adjec.</i>
or	conj.
whining	noun, <i>from verb.</i>
for	conj.
she	pron. sing. nom. f. 3.
was	verb. sing. 3. ind. pr. imp.
of	prep.
a <i>indef.</i>	art.
most	adv.
gentle	adj.
and	conj.
amiable	adj.
temper	noun.
kind	adj.
to	prep.
every	adj.
one	noun, <i>person is understood.</i>
that	pron.
shewed	verb. . . . ind. pr. im.
the <i>def.</i>	art.

Word.	kind.	num.	case.	gend.	pers.	mode.	tense.
least	<i>super</i>	adj.					
kindness	noun,		<i>formed from adjective.</i>				
to	prep.						
her	pron.	sing.	accus.	fem.	3		
and	conj.						
exceedingly	adv.						
desirous	adj.						
to gratify	verb.					infin.	
and	conj.						
oblige	verb.					infin.	
all	noun,		<i>persons understood.</i>				
In	prep.						
this	pron.		<i>used as an adjective.</i>				
respect	noun.						
she	pron.	sing.	nom.	f.	3.		
delighted	verb.					ind. pr. im.	
me	pron.	sing.	accus.		1.		
and	conj.						
afforded	verb.					ind. pr. im.	
the	<i>def.</i>	art.					
strongest	<i>super</i>	adj.					
tokens	noun.						
of	prep.						

M

a indef.

Word.	kind.	num.	case.	gend.	pers.	mode.	tense.
a	<i>indef.</i>		art.				
beneficent	adj.						
mind	noun.						
for	conj.						
she	pron.	sing.	nom.	fem.	3.		
would	<i>helping</i>		verb.				
seem	verb.						
to solicit	verb.					inf.	
her	<i>poss.</i>		pron.				
nurse	noun.						
to give	verb.					infin.	
the	<i>def.</i>		art.				
breast	noun.						
to	prep.						
other	pron.		<i>used as adj.</i>				
little	adj.						
infants	noun.						
like	adj.						
herself	pron.						
but	conj.						
even	adv.						
to	prep.						
her	<i>poss.</i>		pron.				

babies

PARSING LESSONS. 123

Word.	kind. num. case. gen. pers. mode. tense.
babies	noun, plu,
as if	conj.
from	prep.
a <i>indef.</i>	art.
singular	adj.
generosity	noun.
she	pron. sing. nom. fem. 3,
were *	verb. subj.
disposed	part.
to distribute	verb. inf.
from	prep.
her own <i>poss.</i>	pron.
table	noun,
amongst	prep.
her <i>poss.</i>	pron.
friends	noun. plu. accus.
the <i>def.</i>	art.
best <i>super.</i>	adj.
things	noun,
she	pron. sing. nom. f. 3,
had	verb. ind. pr. im.

* If she were.

M 2

ARRANGE.

ARRANGEMENT OF WORDS IN THE TWELFTH LESSONS.

Nouns.

Eel mud life lark Heaven music praise
 Creator creatures nothing earth snow frost
 winter ground pains living starving sum-
 mer nest young (nestlings) cheerfulness
 laws man tormentor purpose pleasure
 health business learning senses eating
 drinking time idleness sleep gaming com-
 pany lesson swine wolves bats day-light
 sun work darkness hooting mirth de-
 votion.

Adjectives.

Nasty poor sweet great idle cold small
 happy necessary profitable sad little inno-
 cent precious bad better (comparative of
 good) busy frightful heavenly none.

MODES

MODES AND TENSES OF VERBS.

Child's Gram. 25, &c. *Mother's Gram.* 23, 44.

Word.	mode.	tense.	person.	nom.
<i>buries</i>	ind.	pres.	3.	eel
<i>leads</i>	ind.	pres.	3.	it
<i>mounts</i>	ind.	pres.	3.	lark
<i>delights</i>	ind.	pres.	3.	lark
<i>would</i>	<i>helping</i>			
<i>wish</i>	ind.			
<i>to lead</i>	infin.			
<i>can work</i>	}	potent.	.	{ lark
<i>sing</i>				
<i>is</i>	ind.	pres.	3.	it
<i>are</i>	ind.	pres.	3.	creatures
<i>to live</i>	}	inf.		
<i>to do</i>				
<i>flies</i>	ind.	pres.	3.	it
<i>to feed</i>	inf.			
<i>is</i>	ind.	pres.	3.	earth
<i>runs</i>	ind.	pres.	3.	it
<i>takes</i>	ind.	pres.	3.	it
<i>to find</i>	inf.			
<i>to keep</i>	inf.			

Word.	mode.	tense.	person.	nom.				
<i>makes</i>	}	ind.	pres.	3.	it			
<i>brings up</i>								
<i>submit</i>		ind.	pres.	3.	creatures			
<i>becomes</i>		ind.	pres.	3.	man			
<i>can make</i>		potent.						
<i>are</i>		ind.	pres.	3.	laws			
<i>hath made</i>		ind.	pr. per.	3.	God			
<i>to be</i>	}	inf.						
<i>to find</i>								
<i>would be</i>	}	helping						
<i>should</i>		ind.						
<i>for sake</i>		sub.						
<i>to drown,</i>	}	infin.						
<i>waste,</i>								
<i>consume</i>								
<i>Let us learn</i>		imp.		1.				
<i>hath made</i>		ind.	pr. per.	3.	God.			
<i>to teach</i>		inf.						
<i>ought</i>					we			
<i>loves</i>		ind.	pres.	3.	lark			
<i>sings</i>		ind.	pres.	3.	it			
<i>is</i>		ind.	pres.	3.	it			
<i>fly</i>		ind.	pres.	3.	owls			

PARSING LESSONS. 127

Word.		mode.	tense.	person.	nom.
love	}	ind.	pres.	3.	owls
make		ind.	pres.	3.	which
does		ind.	pres.	3.	which
inspire		ind.	pres.	3.	which
doth		ind.	pres.	3.	music.

Participles.

Mother's Gram. page 18.

starving—a participial noun.

resisting gaming keeping eating drinking

hooting—nouns formed from verbs.

permitted intended covered made.

Adverbs.

either up then never about when ever not
always.

Conjunctions.

and but for as well as or if as.

Prepositions.

in towards with upon from for (for that
purpose) to at.

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